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ABSTRACT

The paper traces the evolution of career guidance from 1909 to the present. The predominant views before 1950 were almost entirely nondevelopmental, but in response to questions raised at a series of major national conferences in the 1960's and the national impact of the career education concept, the 1970's have seen a flurry of writings and several pieces of legislation before Congress related to career guidance. Four recent efforts to conceptualize career guidance are highlighted: (1) a 1973 position paper, a joint effort of the American Vocational Association (AVA) and the National Vocational Guidance Association (NVGA), recognizing the need for career guidance as an intervention process for persons of all ages and specifying that programs should encourage individuals' responsibility for their own career development; (2) the American Personnel and Guidance Association (APGA) Position Paper on the Role of Counselors in Career Education, outlining 12 desirable changes; (3) the 1975 draft of the Association for Counselor Educators and Supervisors (ACES) position paper stressing common counselor competencies; and (4) a 1975 journal article by Tenneyson and Hansen outlining principles for a self-based career guidance program. The paper concludes with a discussion of John Gardner's guidlines for self-renewal. (AJ)

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FOUNDATIONS OF CAREER GUIDANCE

A Presentation to the

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FOUNDATIONS OF CAREER GUIDANCE

Career Guidance, as it is known today, is the outgrowth of a number of approaches to assisting individuals with their choice of a life's work. In order to clarify career guidance as it currently exists, it is necessary for me to quickly trace the developmental process from the first approach described in the literature.

Frank Parsons in his book *Choosing a Vocation* published in 1909, one year after his death, outlined what was to be the foundation for the trait-and-factor theory. Parsons clearly laid out a three step process through which a person goes in choosing a vocation. The steps Parsons outlined are:

1) A person must have a clear understanding of himself, his aptitudes, abilities, interests, ambitions, resources, limitations, and their causes. (Traits)

2) A person must have a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work. (Factors)

3) A person should use true reasoning on the relations of these two groups of facts.

The trait and factor theory was a programmatic approach to matching men and jobs. It flourished during the turbulance and transition of the industrial revolution when America changed rapidly from an agrarian society to an urban and technological society. The theory gained renewed emphasis during the Great Depression when thousands upon thousands of workers were dislocated from their jobs and had to be relocated.

As the testing movement developed in the early 30's, the trait and factor theorists had more sophisticated ways of analyzing the abilities and interests of individuals. This was followed by the development of the Dictionary of Occupational Titles by the U. S. Employment service in 1939. The D.O.T. provided counselors with descriptions of thousands of jobs so that matching of men and jobs became more systematic.

By the early 1940's, with the advent of Rogerian counseling or "non-directive counseling" as it was known at that time, serious questions were beginning to be raised about the overly active participation of the counselor in the career guidance process. Particularly strong arguments evolved over the diagnosis aspect of the trait and factor theory. It was not until the early 1960's, however, when Patterson was able to clearly outline the client-centered approach to career counseling. Patterson accepted the 1957 NVGA definition of vocational guidance as the desired outcome of client-centered counseling. The statement reads: "It is the process of helping a person to develop and accept an integrated picture of himself and of his role

in the world of work, to test this concept against reality, and to convert it into reality, with satisfaction to himself and benefit to society." The client-centered approach utilized certain aspects of the trait and factor "matching men and jobs" approach but according to Rogerian principles.

A third major approach to career counseling is the developmental career counseling approach most widely attributed to Donald Super. Developmental career counseling is a synthesis of the trait and factor and the client-centered theories. It goes beyond these, however, and casts them into the context of the clients ongoing career development. Developmental career counseling continues to be studied and expanded through the development of career maturity measures by Super and Crites in particular.

I have used just three illustrations of career counseling approaches which seemed appropriate to illustrate the work that has been done to this point in time. Actually the systematic study of career counseling is very young and in most cases very limited. Most research has been carried out with small, atypical, primarily male populations. For those of you who have research aspirations, the field is wide open.

For those who would like to explore approaches to career counseling in more detail, John Crites has developed a taxonomy of approaches to career counseling which rather clearly reviews the five major approaches, trait and factor, client-centered, psychodynamic, developmental and behavioristic. His taxonomy compares the approaches according to models and methods. The models are reviewed according to:

the diagnosis attempted
the process utilized
the outcomes hoped for

The methods compare:

interview techniques used
test interpretation practices
the use of occupational information

Crite's review can be found in the special issue of the *Counseling Psychologist* on career counseling - volume 4, no. 3, 1974. There was to be a followup article in volume 5 in which Crites was going to offer his own synthesis aiming toward a comprehensive approach to career counseling. I have not seen this article in publication yet, although it was scheduled for early 1975. Perhaps he found it a more difficult task then he had imagined.

Several important changes took place in the evolution of career guidance which need to be mentioned before going on. First the predominent views prior to 1950 were almost entirely nondevelopmental. Career decision making was epitomized as a time-bound, static event which usually occurred upon the transition from school to work. This single time event was portrayed in the early

literature by the picture of a young man or woman standing at the junction of several career paths deliberating about which to follow. Unfortunately, those same pictures are still hanging in some guidance offices. An example of that type of thinking was portrayed to me very vividly last year by a high school principal who stated that his school had one of the best career guidance programs in the area. Each year he stated they have a career day on which a large percentage of the employers in the area are available to discuss career plans with the seniors. This one time event during the senior year was their career guidance program. Unfortunately, this is not uncommon.

Ginzberg and Associates in 1951 were the first to observe the choice of an occupation as a process, not simply a one-time event. Super elaborated on Ginzberg's theory and introduced the concept of career maturity as the place reached on a continuum of career development from exploration to decline.

In addition to the work of the theorists we also see an evolution of thoughts and action by practitioners in the field, numerous conferences dealing with the topic of "career guidance" have been held during the past ten years. In 1965 an Airlie House Conference entitled "Vocational Aspects of Counselor Education" led the parade of conferences to follow. One quote, admittedly out of context but I believe representative of some of the thinking at that period of time which hampered career guidance efforts, describes the career guidance awareness of the NDEA Sputnik trained counselor as follows: "To many counselors, 'industry' is still thought of as a trait to be rated on a report card, 'business' as something unethical, and 'labor' as something illegal. The educational and experiential backgrounds of many school counselors have not equipped them with even the minimal competencies required with respect to the concepts as applied to the vocational aspects of guidance."

The following year, 1966, another Airlie House Conference was held on "Implementing Career Development Theory and Research through the Curriculum." This conference called together counselors and counselor educators, curriculum specialists, and vocational educators. One prominent force impeding the development of career guidance at that time was the serious lack of communication among the various disciplines. An example of this can be cited from the conference report.

> Throughout the conference it was evident that the representatives of the various areas of specialization were having difficulty communicating with each other. The vocational counselors and counselor educators were asking the question, "How do we incorporate career development into the school's curriculum?" Some had rather fixed ideas as to how to proceed; others were receptive to any suggestions.
>
> The curriculum specialists were responding, "How do you incorporate <u>what</u> into the curriculum?" Their concept of career development was a bit vague, and, in general, they tended to wonder if there was an identifiable body of knowledge comprising the field.

> The vocational educators seemed to view both the counseling and the curriculum specialists with a degree of bewilderment if not distrust. They were implying, "What's the fuss all about? Send us the students, and we will provide them with an orientation to the world of work." The misgivings that vocational educators have of counselors and curriculum workers are understandable since there has been a tendency to use vocational courses as dumping grounds for slow learners.

During the remainder of the 1960's, at least a half dozen additional major national conferences relating to career guidance have been held. Each conference concluded that career guidance was an essential element in the human development process. These conferences during the 60's solved few problems but raised many questions which needed to be resolved before effective career guidance could be realized.

In response to the questions raised at the multitude of conferences in the 1960's and as a result of the national impact of a new educational concept called "Career Education," the 1970's have seen a flurry of position papers, monographs, special journal features and numerous books dealing with some aspect of career guidance. Some examples are: AVA-NVGA Position Paper on Career Development, July 1973; ACES Position Paper on Counselor Preparation for Career Development, September 1975; The *Personnel and Guidance Journal*, a special issue on "Career Development: Guidance and Education," May 1975; The *Counseling Psychologist*, a special issue on "Career Counseling," vol. IV, no. 3, 1974; the *6th Report of the National Advisory Council on Vocational Education* entitled "Counseling and Guidance: A Call for Change," June 1, 1975; "Career Guidance Monograph" by The Center for Occupational Education, 1973. These are but a few of the recent writings dealing with career guidance.

In addition to these writings we currently have several pieces of legislation before Congress dealing with various aspects of career guidance. The next few months will determine the disposition of these pieces of legislation.

In order to focus in now, upon where we stand today in regard to basic understandings and rationale for career guidance, I would like to focus in upon four of the most recent efforts to conceptualize career guidance.

First, I would like to emphasize the joint efforts of AVA and NVGA which resulted in a position paper on career development. It was adopted in July 1973. I think that it is noteworthy to recognize that counselors and vocational educators can work together for a common cause if that cause is properly clarified and delineated.

I personally believe that it is critical in the development of new approaches to career guidance that serious and conscious efforts be made toward the unification of efforts of APGA and AVA.

The position paper recognized the need for career guidance as an intervention process for persons of all ages because of the following:

1. The growing complexity in the occupational and organizational structure of society which makes it difficult for a person to assimilate and organize the data necessary to formulate a career.

2. The evermore rapid technological change demanding human adaptability and responsiveness.

3. An increasing national concern with the need to develop all human talent, including the talents of women and minorities.

4. An ardent search for values which will give meaning to life.

5. The need for specialized training to obtain entry jobs.

6. The apparent disenchantment expressed by students who have difficulty relating their education to their lives.

The paper also specified that whatever its form, the career guidance program should encourage the individual to assume responsibility for his own career development. Further, it stated that career guidance programs should assist individuals to assimilate and integrate knowledge, experience, and appreciations related to the following areas:

1. Self-understanding, which includes a person's relationship to his own characteristics and perceptions, and his relationship to others and the environment.

2. Understanding of the work society and those factors that affect its constant change, including worker attitudes and discipline.

3. Awareness of the part leisure time may play in a person's life.

4. Understanding of the necessity for and the multitude of factors to be considered in career planning.

5. Understanding of the information and skills necessary to achieve self-fulfillment in work and leisure.

The paper continued by outlining eighteen career guidance experiences in which each individual should have an opportunity to participate.

A second position paper, the APGA Position Paper on the Role of Counselors in Career Education outlined twelve specific counselor roles as being desirable in career education programs. I will not take time to delineate these twelve roles but I would like to share with you the implications of these roles for counselor functioning and for counselor preparation.

If the twelve delineated counselor roles wete actually carried out, the following changes would be necessary.

1. A change toward further emphasizing the counselor as a member of the educational team and away from emphasis as an isolated professional worker.

2. A change toward greater counselor involvement in the business/labor/industrial community as well as in the home and school environment.

3. A change toward emphasizing career guidance in lifestyle terms and away from the narrow view of occupational guidance often emphasized in the past.

4. A change toward emphasizing the counselor as a major influencer of curriculum change and away from a view of the counselor as one who helps students adjust to the curriculum.

5. A change toward helping others use some of the expertise and understandings developed by the personnel and guidance movement. The direction is away from attempting to make such data the exclusive province of the counselor.

6. A change toward using the concept of work as a means of helping students acquire self-understanding and personal meaningfulness. The direction is away from viewing self concept and self actualization in more psychotherapeutic orientations.

7. A change toward counselor activity and involvement in the broader environment. The direction is away from an emphasis on the counselor interacting with students in a counseling office as the single most important counselor function to be performed.

Next, I would like to take a look at the Association for Counselor Educators and Supervisors (ACES) position paper as it appeared in second draft in September 1975.

The paper starts out by concurring with the observations and recommendations listed in the two papers just described. It then lists sixteen career guidance opportunities all students and adults should be provided.

Finally, the paper states that in order to assume and maintain leadership positions in the delivery of career guidance service to <u>all</u> individuals, ACES believes that counselors must have a set of common competencies which should be acquired during pre and/or inservice training.

Counselors, regardless of their employment setting, must have knowledge and competencies in the following:

1. Career and human development theory and research, and the skills necessary to translate this knowledge into career guidance and career education programs.

2. Career information resources, and the necessary skills to assist teachers, community agency personnel, para-professionals, and peers to integrate this type of information into the teaching-counseling process.

3. Career assessment strategies, and the skills necessary to assist individuals to utilize this data in the decision-making process.

4. Both individual and group career counseling practices.

5. Career decision-making processes, and the skills necessary to implement programs designed to facilitate career decision-making for clientele in educational and community agency settings.

6. Job placement services, and the skills necessary to assist their clientele to seek, acquire, and maintain employment.

7. The unique career development needs of special clientele groups (women, minorities, handicapped, disadvantaged, adults, etc.), and the skills necessary to assist them in their development.

8. The role that lifestyle and leisure play in career development, and the skills necessary to assist their clientele to select and prepare for occupations which coincide with various preferences.

9. Consultation skills necessary to assist others (teachers, parents, peers, etc.) to deliver indirect career guidance services.

10. Program development and curricular infusion skills necessary to design and implement career awareness, self development, career exploration, and job placement programs within educational and community agency settings.

11. Institutional change strategies, and the necessary skills to facilitate such change while implementing career guidance programs in educational and community agency settings.

12. Educational trends and state and federal legislation which may influence the development and implementation of career guidance services.

Finally, I want to conclude with six career development principles considered essential by Tenneyson and Hansen, as outlined in the May 1975 issue of the *Personnel and Guidance Journal,* in order to develop a self-based career guidance program. These six principles have been synthesized from the various career development theories which have been espoused during the past sixty-five years.

1. Career development is a lifelong process of self-development, work being viewed as a vehicle for self-clarification.

2. Career development includes the opportunity to examine life roles, occupations, and life styles.

3. The process of life-span career development and decision making is emphasized more than the choice itself.

4. Management of one's career, the power to direct one's future, the ability to maximize control over one s life is a major tenet.

5. The concept of multipotentiality - that each person has the potential for success and satisfaction in a number of occupations - frees individuals from the fear of making wrong choices and increases their available options.

6. Commitment with tentativeness is a concept that is integral to a model based on changing individuals and society and that recognizes the importance of chance factors in career decisions.

As I thought about these basic principles of career guidance as outlined by Tenneyson and Hansen, I recalled John Gardner's principles for the self-renewing individual. It seems to me that there may be a real commonality between career development and self-renewal.

John Gardner in his book *Self-Renewal* provides us with five points for consideration if we are going to be self-renewing individuals. I will very quickly discuss those five points and then let you decide the commonality they have with career development.

1. For the self-renewing person, the development of his own potentialities and the process of self-discovery never end.

   Most of us have potentialities that have never been fully developed simply because the circumstances of our lives never called them forth. It is estimated that most individuals develop from only 5 to 15% of their actual potencial during their lifetime. Exploration of the full range of one's potentialities is not something that the self-renewing man leaves to the chances of life. It is something a person needs to pursue systematically, or at least avidly, to the end of his days.

Hopefully, each of us as we have pursued our studies have learned more than just a skill - for the ultimate goal of the educational system should be to shift to the individual the burden of pursuing his own education. The world is an incomparable classroom, life a valuable teacher for those who aren't afraid of her. Those of you who want to develop a self-renewal process must continue to daily educate yourselves in the classroom of the world where you find yourselves.

2. For an individual to become self-renewing, he must know himself.

   It is not easy for an individual to really understand himself and human beings have always been able to employ an enormous variety of clever devices for running away from themselves. We can keep ourselves so busy, fill our lives with so many diversions, stuff our heads with so much knowledge, and involve ourselves with so many people that we never have time to probe the fearful and wonderful world within. More often than not we don't want to know ourselves, don't want to depend on ourselves, don't want to live with ourselves. By middle life most of us are accomplished fugitives from ourselves. The individual who has become a stranger to himself has lost the capacity for genuine self-renewal.

3. The individual who maintains his capacity for self-renewal must maintain the courage to fail.

   One of the reasons why mature people are apt to learn less than young people is that they are willing to risk less. We pay a heavy price for our fear of failure. It is a powerful obstacle to growth. There is not learning without some difficulty and fumbling. If you want to keep on learning, you must keep on risking failure - all of your life.

4. Another characteristic of the self-renewing man is that he has mutually fruitful relations with other human beings.

   He is capable of accepting love and capable of giving it - both more difficult achievements than is commonly thought. The self-renewing person is able to see life through another's eyes and feel it through another's heart. Those who cannot achieve fruitful relations with others are imprisoned, cut off from a great part of the world of experience.

5. The self-renewing person is highly motivated.

   Most of you, I am certain, have noticed the astonishing sources of energy that seem available to those who enjoy what they are doing or find meaning in what they are doing. In order for each of you

to become motivated, you must find something about which you care deeply. How many times have you seen people leave work they care deeply about to do something that does not interest them because it will bring more money or higher status or more power? How many times have you seen people caught in a pattern of activities they don't care about at all - playing bridge with people they don't really like, going to cocktail parties that bore them, doing things because "it's the thing to do?" Such people would be refreshed and renewed if they could wipe the slate clean and do one little thing that they really cared about deeply, one little thing that they could do with burning conviction.

The challenge I want to leave with each of you is that of becoming a self-renewing person - one who can live each day to its fullest and yet be prepared for what tomorrow has to offer.

I would like to end with a quotation I have used so often but one which I believe so beautifully expresses from a layman's point of view what our role is in career guidance. The quote is from one of James Michener's early books called *The Fires of Spring*.

> For this is the journey that men make: to find themselves. If they fail in this, it doesn't matter much what else they find. Money, position, fame, many loves, revenge are all of little consequence and when the tickets are collected at the end of the ride, they are tossed into the bin marked Failure. But if a man happens to find himself--if he knows what he can be depended upon to do, the limits of his courage, the position from which he will no longer retreat... the secret reservoirs of his determination, the extent of his dedication, the depth of his feeling for beauty, his honest and unpostured goals-- then he has found a mansion which he can inhabit with dignity all the days of his life.

This, as I see it, is our role as persons involved in career guidance - to help individuals fully understand themselves as loving, caring, responsible human beings who have emotions and feelings and who have a multiplicity of potentialities which they are capable of developing if they are willing to take some risks to explore them. Further, we have to help individuals more fully understand the world around them and to realize that both they and the world are ever changing. If they want to stay an active part of that world, they must be willing to grow and renew themselves throughout their entire lifetime. If we can do this, then we can help individuals build that mansion which they can inhabit with dignity all the days of their lives.

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HUMBLING CASES FOR CAREER COUNSELORS

Phi Delta Kappan - February, 1973

Creative and imaginative people are often not recognized by their contemporaries. In fact, often they are not recognized in school by their teachers either. History is full of illustrations to give guidance counselors pause. Consider some of these:

EINSTEIN was four years old before he could speak and seven before he could read. ISAAC NEWTON did poorly in grade school and BEETHOVEN'S music teacher once said of him, "As a composer he is hopeless." When THOMAS EDISON was a boy, his teachers told him he was too stupid to learn anything. F. W. WOOLWORTH got a job in a dry goods store when he was 21, but his employers would not let him wait on a customer because he "didn't have enough sense." A newspaper editor fired WALT DISNEY because he had "no good ideas." CARUSO'S music teacher told him, "You can't sing. You have no voice at all." The director of the Imperial Opera in Vienna told MADAM SCHUMANN HEINK that she would never be a singer and advised her to buy a sewing machine. LEO TOLSTOY flunked out of college; WERNHER VON BRAUN flunked ninth-grade algebra. ADMIRAL RICHARD E. BYRD had been retired from the Navy as "unfit for service" until he flew over both Poles. LOUIS PASTEUR was rated as "mediocre" in chemistry when he attended the Royal College. ABRAHAM LINCOLN entered the Black Hawk War as a captain and came out as a private. LOUISA MAY ALCOTT was told by an editor that she could never write anything that had popular appeal. FRED WARING was once rejected for high school chorus. WINSTON CHURCHILL failed the sixth grade in school.

Probably these people were identified as low achievers in school or as misfits on their job because of problems of relevance.

-Milton E. Larson
(Rutgers University Chapter)
Fort Collins, Colorado